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ABSTRACT

Site visits to three New England prisons were conducted to gather information on the multicultural environments of Hispanic prison inmates and to identify English-as-a-Second-Language (ESL) teaching materials available for use with Hispanic American inmates. Available materials were located, and the materials' effectiveness was discussed with teachers who either were using or had used the materials with prison inmates. The teachers' comments and information gleaned from prison manuals, literature on criminal behavior and custodial practices, and publications about curriculum development were used in developing an eight-module curriculum of survival ESL for new prison inmates. The curriculum was designed to help Spanish-speaking inmates develop English skills needed for social use, communication with prison staff and attorneys, and expression of their needs and expectations while simultaneously providing inmates with information that would increase their respect for themselves and others and lessen tension among inmates and staff. The eight modules focused on the following: survival English in rehabilitation and detention, promises, patience, reliability, positive attitudes, budgeting, respect for self and others, forgiving, and responsibility for one's own actions. (This thesis includes the course outline and abbreviated versions of the eight learning modules.) (MN)

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IMPROVE YOUR FUTURE,
DEAL WITH YOUR PRESENT,
UNDERSTAND YOUR PAST:

A Rationale and Survival Curriculum for Prisons and Jails

Phyllis E. Rockwell

Submitted in partial fulfillment of the requirements for the Master of Arts in Teaching degree at the School for International Training, Brattleboro, Vermont

March, 1994

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Date May 4, 1994

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Thanks to my family and friends who wouldn't let me off the hook!

And to Ron Forster, Ed Kirila, Gary Place, and all my students from whom I received the gifts no canteen in the world could supply - their belief and encouragement.

ABSTRACT

Title: Improve Your Future, Deal With Your Present, Understand Your Past: A Rationale and Survival Curriculum for Prisons and Jails

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Abstract: A study of the multi-cultural environment of the NSE inmate, drawing on work and visits to three New England institutions. Culmination of the paper is a curriculum of survival English for the new inmate, and finally, contacts for furthering the teacher's understanding of inmate culture.

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Chapter One: Introduction

As the economies of the Caribbean islands continue to offer fewer and fewer jobs that make it possible to adequately support a family, more heads of households immigrate to the US to supplement incomes. Often they are spurred on by the aura of wealth and an easier life conveyed by friends visiting back home. The reality is seldom conveyed with it.

If they have left their own countries unskilled, they arrive in the US unprepared to face a complex society without the familial underpinnings to stabilize and assist them in their vocational training. The natural course of events is to turn to employment that offers a low wage to begin with, compounded by an employer who can cut his wages even further by holding him "hostage" by virtue of his lack of a "green card": in effect, work for my wages or I'll turn you in for your Immigration and Naturalization Service violation.

After what would be considered (by the standards of the ordinary U.S. citizen) a risky and hair-raising leave-taking of their native country, these women and men attempt to adapt in whatever way possible to this culture.

Some find shelter long enough to apply for the green card, others are swept up in violations of laws they may never have conceived of. Tragically, they are often lured to the U.S. by drug rings that need "runners" to do their business, but pose the employment

as legitimate jobs. If they are caught, the ring only needs to go back to the islands to find more runners. These are the "throwaway men" who account for much of the Hispanic population in U.S. prisons. It is the people who are incarcerated that this paper is about.

A. Background Experiences

Circumstances in my MAT internship caused me to look for a last minute alternate site for teaching. I was accepted at Valley St. Jail, in Manchester, N.H. During this two month internship, it became clear to me that relevant teaching material was scarce to nonexistent. Furthermore, no ESL library existed at Valley Street Jail.

Most ESL textbook material is leveled at people on the outside who are living in extended or nuclear families, and may be dealing with children's schooling, contacting the landlord, the family doctor, citizenship classes, sites and locations around the city or state, and family interactions. This is no longer the reality of the inmate. He is coping with administrative policies, settling into groups for maintenance and protection, overcoming a language barrier laden with the particular vocabulary of the prison, and generally adjusting to the knowledge that one has freedom and options only in the most limited sense. During this internship at Valley Street, it became apparent that material for the classroom had to come from somewhere else.

First time inmates have an overwhelming adjustment, and those speaking only their L1 have the greatest. For this reason, the men were often anxious and preoccupied.

They were filled with questions about their cases, had infrequent access to their lawyers (who are primarily monolingual), were confused by a massive number of forms they didn't understand, and terrified by the prospect of internment in the state prison. Even living on the outside, it was still clear to me that on the "pods" there were unknown quantities to cope with. Though they existed, there was not enough time during the internship to explore them.

My interest gravitated to this materials dilemma instantly: I wished to discover methods and material that would establish a comfortable classroom environment and teach to the needs these people are not able to express. In preparation for a final project at the School for International Training, I contacted a more conveniently located facility for further ideas. I found the Hampden County Jail and House of Correction in Springfield, Massachusetts.

Ellie Driscoll, the ESL teacher in this Dickensian building, introduced me to her students, and directed me to the ESL library, noting her preferences for materials. Not surprisingly, her most used materials were from GED sources. She found ESL material too "wimpy" and unrealistic, and low interest was perceived from the target population. The men favored real-life accounts. The one exception to her dislike was a series from Steck-Vaughn Company. Great Disasters and Great Challenges were two she used, but ironically the one most favored was Great Escapes. This easy, illustrated text gave brief but exciting retellings of real people and events. It was tangible, probable, showed a problem solved and was refreshingly realistic material.

While waiting, I began a conversation with two of her Hispanic students. What evolved was a natural unfolding of one man's incredible journey from his island to York Street Jail in Springfield, Massachusetts. Through gestures, common words and pictures, I wrote out the story as his autobiography. It was powerful material coming from its original source, and meaningful in a way no text could capture. The process, commonly used in literacy work, is nothing new, but applied in this situation it was remarkably appropriate.

Domingo, as far as I could tell, was an agricultural worker in the Dominican Republic, and had no experience with the sea. Drawing pictures, using a dictionary, gesturing and using additional words of his companion, he told me how he had sailed in a small "bote" with thirty seven other people (and not much freeboard) through rough seas, headed for Puerto Rico. Almost unconsciously, I began writing out what he said in first person declarative sentences.

They sailed two days and a night, were wet, hungry and cold, but finally made it to Puerto Rico. "Were you scared?" No trouble understanding that question. Absolutely! In Puerto Rico they were arrested and held for a day, but let go and told they could stay for thirty days to work for their passage home. They stayed, they worked, they flew to Kennedy Airport! No green card, no money and no English. In New York, Domingo found a job working in a grocery store, but didn't like the city. I suspected that he had had possible INS difficulty. He called a friend in Springfield, Massachusetts who said he could stay with his family and work.

When we finished, Domingo had related to an English speaker his story, had it written down, could read it with help, and tell it to "white guys". In the process, he was listened to and was reinforced in his bravery and sense of selfhood, which is easily lost in prison.

Here is truly the start of a dialogue journal: he was freely offering his story, and I was responding with questions to stimulate further material. Especially with these newly arrived students, I saw this as a foundation for ESL in prison. It generated trust between student and teacher. (A word of caution: be certain the student agrees to this activity - for various reasons it may be uncomfortable to relate personal stories. The student's objection should be accepted, and another activity provided.)

After leaving SIT, I contacted New Hampshire State Prison's Education Department staff. I realized I had arrived at a very important time when ESL teacher, Cindy Pozotrigo, showed me the survival English curriculum format she and former inmate Tim DeMatteo (working on an ESL Master's degree before he left New Hampshire State Prison) had developed. With the crush of a doubling waiting list for ESL, Cindy handed over the survival English portion, and my orientation to teaching ESL in the prison setting was beginning.

New Hampshire State Prison has its own three page in-house phone directory that suggested extensive material for teaching. I contacted the unit managers of the maximum and medium security units, whose inmates attend classes either in person, or by teacher

visitation. Classification was next, which reviews and assigns a security status, jobs and education programs to new inmates. A tour of the vocational and academic classrooms, observing and talking with teachers and inmates alike was bitter-sweet. The training was good, but not available to non-speakers of English who have not attained an eighth grade or better capability in English. Meanwhile, inmates who were experienced workers from Laos, Puerto Rico, Dominican Republic and elsewhere languished with no ESL classes, losing their skills.

My final stop was the Reception and Diagnostic unit. R&D is home for the first six weeks of an inmate's life in New Hampshire State Prison. Here the inmate is initially isolated for the first day or two to determine if TB or other easily communicable diseases are present. Then they are moved into a two-person cell measuring 6 by 8 feet, with a bunk above and below, and a toilet in the corner. A concrete wall separates the cells, and the door end of the cell is barred. It is noisy, drafty and completely lacking in privacy. (By comparison, C3 (medium security) where most of the men wind up, has six to ten cells with solid doors, fanning off a more generous sized central "pod" area. This open pod area is always available to inmates.) An absolute regimen is followed, and aside from the trips across the yard to the dining hall, and testing that is done elsewhere in the unit, only one hour is allowed outside the cells for showers, yard time and telephoning. Thus, perhaps twenty one hours a day may be spent in cells while in R&D.

As I considered the teaching I wanted to do, this six week R&D period seemed like a tremendous waste of time for the inmates, especially when there was so much for an

inmate to prepare for before going into general population. An additional consideration is that first time offenders have the least amount of contact with recidivists at this point, and the shaping of a positive attitude toward Doing Your Own Time (DYOT) and the rehabilitation process could begin in this sheltered environment. Lastly, an inmate would have to wait several months to get into an ESL classroom after being placed in general population, due to the ever increasing demand for classes, and the lack of teachers and classroom space.

While trying to determine appropriate subject matter, I studied prison inmate manuals, the PACE testing, read books on criminal behavior and custodial practices, witnessed a SHOCK intake for youths, attended R&D orientation, interviewed the staff psychologists. In addition, I talked with Ron Forster, an inmate authoring a book for inmates and their families from the perspective of the inmate, not the institution. Discovering meaningful teaching material in this manner put me at its source, and provided valuable staff contact.

Something was still missing, however. Not having lived in a Spanish-speaking country to gain insight into its culture and having little of the language myself, I felt I knew these people from a narrow perspective. I sensed that these men possessed values that should be addressed in class, built upon, remembered, used and retained throughout their incarceration.

In my city of Nashua, New Hampshire, there is a large Hispanic population. Dominican residents celebrate their independence day with a three day celebration. Attending these events, I networked with members of the Hispanic community and found ample chances to learn, gain insights into their lives, and thus the lives of my students.

B. The Structure of Prison Life: Places, Activities and People

To the observer, prisons appear to work as self-contained, independent states. They are understandably hierarchical, and have developed their own terminology. Hence, understanding the structure of a prison and a brief glossary of terms with pertinent issues for the inmate may help the reader as this paper progresses:

Places

1. Reception and Diagnostic (R&D) - living unit where inmates spend the first 3-6 weeks of prison.

2. Dorms - location of second 3-6 weeks of prison.

3. General Population - medium security units within the walls.

4. C1,2,3,4 or 5 - unit classifications from least to most security. Assignments depend on the severity of crime or behavioral record.

5. Library, Law Library - within the education building. Good place to start one's educational decisions, find the prison attorney, resources of the librarian. It takes some sophistication to find and use it for the average inmate. Usually the library is the key to an inmate's rehabilitation process.

6. Canteen - the location of the prison store and a reference to the amount of money in one's account.

7. Health Services - medical and dental care. Inmate must understand process of obtaining aid, and also that it is time-consuming.

8. Chow/Dining Hall - the only place outside of R&D new inmates will see. Completely quarantined during their use.

9. Education and Vocational Training buildings - a key to rehabilitation.

10. Protective Custody (PC) - unit set aside for inmates whose lives would be in danger in General Population. Care must be taken in selecting this unit as it is very restrictive and generally brands one as a "chicken".

11. Good Time - a variation of the concept, exclusive to the state of New Hampshire's sentencing procedure, whereby 150 days per year of sentence is added on to the total time an inmate must serve. For each day an inmate cooperates and shows good behavior, a day is deleted from the 150. This can work in reverse, however, and additional days may be tacked on to a sentence if there are disciplinary difficulties with the inmate. Seldom do inmates get out at their sentenced time. Needless to say this causes great frustration and anger among the inmates.

Activities:

12. Chapel and choir - usually nondenominational. Valuable contact with "good people". In addition to Education, the place to make contact with people from the outside, and maintain contact with "normalcy".

13. Rehabilitation programs - education, vocational courses, mental health therapy, hobbies.

14. Sports and teams - provides physical release from tension, is also a social contact and self esteem builder.

15. Veteran's Support Groups - New Hampshire State Prison has its own Vietnam Veteran's chapter.

People:

16. Correctional Officers (COs) - generic name for all custodial staff.

17. Counselors - persons assigned to an inmate's case.

18. Classification Board - review panel for inmate's housing, rehabilitation program, and potential release.

19. Inmate Records - compiles records of inmate's awards and behavioral reports, tracks completion of sentence.

20. Unit Managers (UM) - head person in charge of living unit to which inmate is assigned.

C. The Multicultural Aspect of Prison

It took several days in Valley Street Jail to realize that there were not one, but three and maybe four cultures at work in the lives of the men I taught. The same held true in NHSP as well. If illustrated, there would be four nonconcentric circles that would overlap to varying degrees.

1. Students' Culture: Primarily Hispanic. Represented in this group are Dominicans, Puerto Ricans, Mexicans, South Americans and Cubans. Education varies from second grade up to associate's and bachelor's degrees.

2. Other (White guys): Primarily of northern European descent. In addition, there is also a small percentage of African Americans. The term generally indicates non-hispanic inmates.

3. Custodians: Included older men with tenure, seemingly well respected and connected in the community. Younger men were intensely "into" their jobs, some returning to school for further training in the field, and often thwarted in this attempt by lack of scholarships. Female custodians were in a lesser ratio. Women were also employed in the support and medical staff positions, social work and rehabilitation programs. In NHSP they also held unit manager positions.

4. Teachers: Primarily of northern European descent with at least a BA. Often Catholic teaching sisters are employed at Valley Street. Most of them are in their early sixties or older in age. I observed that most of the teachers I came into contact with had no true ESL training.

Each of these cultures acts upon the other in varying degrees. Of course groups One and Two are in constant interaction with each other on the pods and units.

The term "white guys" is of interest since it seems to reveal of those who used it how they viewed themselves, and the distance they chose to keep from Group Two. Identity as a group and as an individual is extremely important.

For Hispanic students, ESL classes serve a fourfold purpose:

- it is a chance to get away from the pod, its stultifying boredom and constantly blaring TV
- it is a chance to use one's mind and receive self affirmation
- in NHSP it counts as "good time", and pays the same as a job: $1.50/day
- it is a social occasion, and a chance to communicate with men from other units.

D. Attitudinal Changes: The Criminal and Prison Rehabilitation

1. Description of Criminal Behavior: In his book As Free As An Eagle: The Inmate's Family Survival Guide, Daniel J. Bayse defines in nontechnical terms the thinking that has put criminals on their path. "Looking out for Number One" is Bayse's way of quickly illustrating the characteristics he feels are common to most criminals:

I'm NUMBER ONE!
I can do anything I want!
Say anything I want!
Anytime I want!
Anywhere I want!
To anyone I want!
And there is nothing that you or anyone else can do about it,
PERIOD![1]

The belief is that it has taken a conscious decision on the part of the criminal to commit a crime at the expense of another person, for whom he feels no remorse. Now, while in prison, the debt is being paid to society. Only after having honestly admitted that the he has been convicted of a crime AND AGREES WITH THE CHARGES, can the inmate go on with life, and establish a stable family life to which he may return. Bayse maintains that criminals are usually compulsive liars, and in defending their actions and attesting to their innocence, begin to believe their lies. Although a recent arrival to prison education, my experience has been to take each inmate as an individual and, within a limited scope, give him the benefit of the doubt until I experience differently.

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[1] Bayse, Daniel J., As Free As An Eagle: The Inmate's Family Survival Guide (Waldorf, Maryland: St. Mary's Press, 1991), p.9

2. Prison Rehabilitation Philosophy: Teaching within an institution implies that the teacher has basic agreement with the institution's philosophy. One major effort for me was to discover what behavior the prison advocated, along with any beliefs about rehabilitation, then reconciling and adapting my own teaching philosophy with this prison context.

The title of this paper comes directly from the NHSP's 1992 Manual for the Guidance of Inmates, which in itself gives both the understanding of the criminal and hints at the prison's philosophy of rehabilitation. In this manual, Warden Michael Cunningham expressed the only "official" rehabilitation policy I discovered:

"You are expected to maintain a positive attitude and proper conduct while at the New Hampshire State Prison. Appropriate recognition and reward will come to those who become involved in academic and vocational training and other positive programs while maintaining positive behaviors and attitudes.....The rules in the Manual apply to everyone confined in this institution. Your adherence to the rules, display of proper attitude, and maintenance of a (sic) good conduct and work records will be important factors when your sentence is reviewed or you are considered for reduced custody programs or released on parole.....Inmates are required to obey all directives and rules contained in this Manual. Failure to comply may result in disciplinary proceedings with a loss of good time or

further court action, which could result in more confinement time."

Thus the rationale seems to be that rehabilitation is not handed to an inmate; it must be actively sought. By the nature of the institution, it may not only be elusive, but a pattern of thinking that one has to figure out on one's own. Rehabilitation courses for Narcotics Anonymous, Alcoholics Anonymous and sex offenders exist, can be taken voluntarily, recommended, or required. This may treat the outward signs of an inmate's disorder and help to maintain the institution's balance. For the general population, however, an acknowledged rehabilitation system is lacking. Unless the inmate understands this and acts on it, personal development, coupled with the self acceptance and self esteem which I feel is especially valuable and necessary to those incarcerated, is difficult to come by.

3. Conflicts Between the Inmate and Rehabilitation: Inmates have a large amount of time on their own in the evening, and this is when they are the most vulnerable to " the Papa" or whoever else exerts his influence in the unit, be it good or bad. It is a tremendous task bridging the gap between the explicit demands of the manual and the pressures from peers in the units. Inmates must draw from the values and strengths of their culture and youth to face this dichotomy. But what values must they give up from their beliefs? How much precious self esteem must also be lost to both systems?

Understandably, most inmates are still "looking out for No. 1" when they arrive in R&D. Immediately there is a conflict between the institution's intent and the inmate who is still in denial about his crime.

a. Custodian Perspective

A prison operates most effectively if its staff is well-trained, intelligent and dedicated, which is not always the case. Tragedies do occur when staff act in a nonprofessional manner. Therefore, the most effective staff maintains a positive, friendly relationship with the inmates, but with a distinct line drawn, clearly indicating the "we" and "you". In the best case, inmates will find staff willing to assist only as far as their job description takes them, but no further. It is considered a potentially eroding situation if a favor is extended and accepted by either party. Protocol must be observed at all times by staff, in accordance with prison regulations.

Thus, in the best case, staff will be firm but not unapproachable. Staff are rotated in and out of units in yearly intervals, so long-term connections with inmates are broken, and inmate influence over COs can be monitored. But even within the best system, morale of COs can fluctuate, creating units where staff vigilance is lessened.

b. Inmate Perspective

Reading the above may make one feel that life is grim and potentially dangerous in general population. It is, but without some form of agreement among inmates, tacit or overt, the institution would be in chaos. Once the units are closed at nine o'clock for the night, there is little interaction with the COs, and here is where the real living begins. A dominant figure - the Papa - emerges whose personality affects everyone in the unit or pod: if the individual likes quiet, an inmate should be certain to conduct his life accordingly. If this is not possible, unit managers are able to move inmates to a more compatible atmosphere. In some units, life is quiet because the men carefully selected others to be on their pod who are interested in using this atmosphere for study or other similarly shared activities - it may be as mundane as card playing. GEDs and college degrees are possible for those who plan their environments as carefully as their choice of study.

c. Difficulties Students May Encounter

Walls between inmate and staff can be raised by the institution's "cramming" of information, the inmate's own fears, and the necessity of walking the line between the individual and peer pressure, and the institution.

1. CRAMMING: When an inmate enters R&D, a rehabilitation program is set out for him. Often it's only a voluntary program on the inmate's part. Regular, successful attendance reduces the "good time" he must work off, and in the early stages of R&D, can look too good to refuse. He may often sign up without any real intention of following through. "Cramming" programs down the inmate's throat occurs when case workers discover this, and begin to hassle the inmate. These hassles can escalate into real standoffs between inmate and the Classification Board, which in turn can jeopardize the inmate's "good time". Cramming can also serve to take away any remaining self determination.

2. FEARS OF THE PROGRAM: Fear, demonstrated as resistance or noncooperation, may be exhibited for the following reasons:

a. Because many inmates have been unsuccessful in school, the fear of failing again academically may bring out resistance in the classroom.

b. Fear naturally arises when encountering things unknown, especially when change is demanded.

c. The inmate may see that he is unable to face the responsibility of his own crime.

d. He may feel that his life is so out of control that he is incapable of taking responsibility.

e. If a program is known to include revealing personal information, inmates will hesitate to involve themselves where their or their family's lives may be put in danger.

3. WALKING THE LINE: If the inmate can assess the situation, he may see that taking classes may change his commonly held beliefs from the unit, thus challenging his "prisonized" mind. Walking the line between what is taught and peer demands may cause enough conflict to make the inmate fearful and resistant to entering a program, or participating in the classroom.

These fears are all legitimate, real to the inmate, and should be perceived as real to the teacher. Compromises and being sensitive to inmate reactions are essential. A teacher of this particular program may have to "sell" the program to his students.

4. ACCOUNTABILITY AND RESPONSIBILITY: Counseling at New Hampshire State Prison advocates the inmate's own responsibility and accountability as two key factors in successful self-rehabilitation. In making their decisions to commit crimes, responsibility is often shifted to

another entity - a person or a situation is the reason given for commission of a crime. Accountability is often left till prerelease, the last few months of a sentence. In the meantime, the inmate is told when to eat, leave or return to cell, shower, and what clothes to wear. They are reminded to improve their behavior and attitude. They are treated like children, yet expected to act like adults when released. If it were possible to work with these qualities from the time they enter R&D, perhaps minimum sentences would be possible, and more importantly, less recidivism would occur.

Within the package of accountability, responsibility, personal development and the advantages of the education and counseling available to them, the inmate can be introduced to broader choices of response to the "private" life in the units.

Understanding both the inmate and custodial systems ahead of time, and knowing the particular language of the prison might make the inmate less dependent, more prepared, more in control, and feel less necessity to respond in the prescribed ways of the inmate system. The more understanding the inmate has, the less he is restricted to a group of behaviors that may be expected by the unit, and DYOT (Doing Your Own Time) will be possible sooner.

Chapter 2 - Curriculum Overview

A. Intent and Content

The structure of this course evolved from four areas:

1. Perceived needs:

   a. English for social use and adaptation

   b. English for use with administration, staff, COs and attorneys

   c. Expressing needs, wishes and expectations

2. Recognition of a small but important frame of time in R&D:

   a. Vulnerability of nonrecidivist inmates

   b. Possibility of guidance: choices, decisions, self esteem, self direction begin at this time

   c. Deemed an appropriate time by Classification

3. Overall understanding of how prison could function better:

a. My understanding of both inmate and staff as to the pressures impacting on each other

b. Students' respect for self, leading to respect for other inmates and staff

c. Cooperation of both as a result

d. Lessening tension among inmates, and staff and inmates

4. Choice of Spanish-speaking inmates exclusively:

a. My familiarity with language, commonalities between Spanish and English

b. Understanding of Latino culture, or at least my accessibility to resources

c. Worked with Latinos during internship: found same students again in NHSP

d. Mutual encouragement and acceptance by them

e. My own comfort zones

B. Seeking and Using Inmate Resources

The unique quality of this course is shaped secondarily by the content of the main body of the modules, but primarily by the eight Rehab Steps taking up the last third of each class. Discovering resources for these steps was not easy.

After weeks searching for and finding partial answers among the prison staff, I found my "goldmine" in Ron Forster, Gary Place and Ed Kirila, inmates who willingly shared their knowledge, insights and personalities.

Ron Forster, author of *Prison Survival Manual,* instructs in the computer lab at NHSP. By a chance conversation, he discovered my task at the prison, and mentioned the publishing of his book. Its content gives a personal insight into life inside. Reading it, I found answers to questions I didn't know I had. The material became the framework for further questions, and balanced my perspective of prison. It heavily influenced the content of both the body of the English lesson, and the Rehab Steps.

Ed Kirila volunteered his time as an ESL teacher's aid, and became the teacher of several classes. Untrained in teaching, he easily works with fellow inmates producing a unique, direct and unsophisticated (in the best sense of the word) style of teaching. After being introduced by Cindy Pozotrigo, Ed and I discussed the needs of the inmates just arriving into ESL classes. He, too, saw their frustration and anxiety. From this we subtracted his own experience of this stage, and came up with our perception of the experience of the Latino just beginning his sentence.

Ed in turn introduced me to Gary Place, who performs the court-ordered tours of NHSP for youth at risk. Gary's message to these youth is to note life choices, opt for education, and remove peer pressure. His message is effective and direct. Unlike other programs, he does not use scare tactics.

Ed, Gary and I felt this was appropriate material for the first-time ESL candidate inmate.

For several weeks, the three of us met for two hour sessions. After the purpose of the program was outlined and Gary and Ed understood what I was trying to achieve, half of each meeting was taken up with casual talk and sharing life experiences.

To the outsider this may seem like nonproductive time, but due to the nature of the material we were developing, friendship and trust is an important element in these contacts. The depth of our commitment to the program is clear.

Since this material evolved from Gary's program, he could also teach it to nonrecidivist English speakers. We are in hopes the administration will let this course be taught in English purely for its rehabilitative possibilities.

C. The Rehab Steps

I began our brainstorming with a bubble diagram of what I perceived the experiences of the average student would be. Ron, Ed, Gary and I worked on this until it looked like Diagram One.

From this we isolated the major elements Gary and Ed saw as working in their own personal rehabilitation. The remainder was either used in the English lesson body, or eliminated.

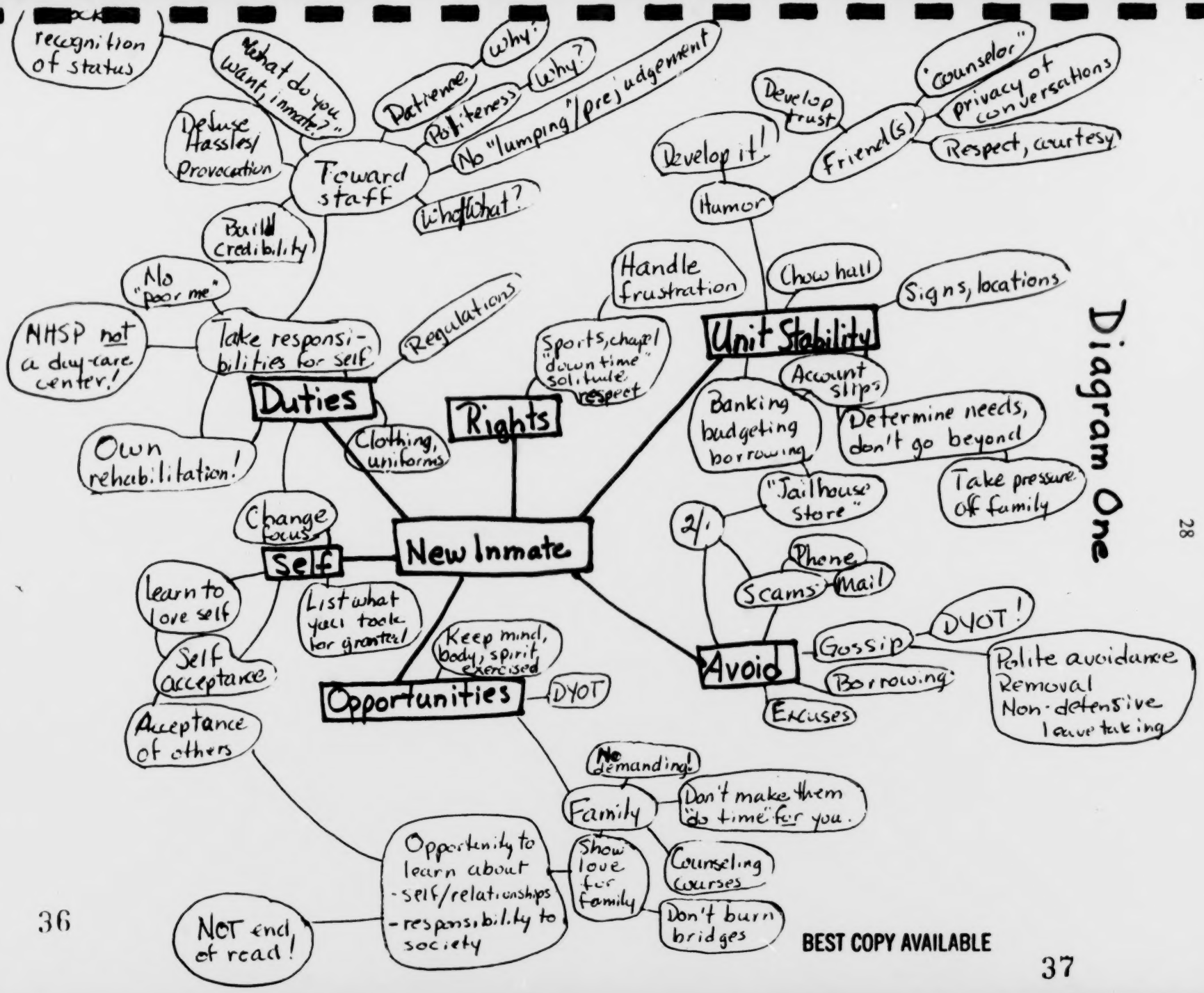

Diagram One

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Their major rehabilitation elements were:

1. Keeping Promises

2. Acquiring Patience

3. Understanding and Using Reliability

4. Making Changes: Developing a Positive Attitude

5. Taking "the Heat" Off Your Family

6. Respect for Self, Respect for Others: DYOT

7. Forgiving

8. Accepting Responsibility for Your Own Actions

Understanding the importance of each Step, as described by Gary and Ed, may give the reader better understanding of how they may be utilized. Except for minor punctuation changes and clarifications that appear in parentheses, this material is verbatim:

a. Shows your word is good to others and yourself. Do not promise things freely. Promise to be yourself. Example: Promise to use education.

b. You are told when to come and go. Patience is essential. Be patient with yourself and others. They are doing time, too. You will find yourself in lines (queues) quite a bit.

c. Be on time to appointments, work. Understand you'll be written up (a report filed) for not being on time. Do not procrastinate. Do not put off until tomorrow what you can or should do today.

d. Most important aspect of prison life. It will carry over into everything that you do:

- Positive attitude = winner. Negative attitude = loser.
- Ties into everything. Cannot overstate importance. Come to terms with prison.

e. You're doing time and not your family. Take responsibility. Be smart with money. Do not make family feel obligated to send money. There are more ways than that to show support. Remember you are still a brother, husband, etc. Family on the street might need your support, too. Love is not money. Don't think otherwise.

f. Respect is earned. It starts with respecting yourself, down to cleaning your cell. Respect also comes through in your actions.

Example: If you take responsibility for your actions, I will respect you. This is also ties into the other seven elements.

g. Start with forgiving yourself. That might sound easy. It is not. Only you will know. I had to forgive myself for taking a life and numerous other things that happened along the way. Forgiving others: With the crowds in certain areas (of prison) someone is bound to bump into you. Even if they don't say anything, you can forgive them silently. Forgive and move on. Try not to carry excess baggage disguised as unresolved issues. Do not let others' actions dictate yours.

h. "You break it, you buy it."

Utilizing these elements in prison life, Ed and Gary feel, will bring the new inmate the greatest possible physical and emotional security. If a man is doing only a short term sentence, however, his mind may be elsewhere, and the class may be only an exercise.

For that reason, it is best to clarify the purpose of the class in the first session, leaving the men a chance to withdraw if they think the material is not relevant to their lives.

With each Step, a small, easily completed and not too demanding exercise was included to help illustrate and teach.

D. English Lesson Material:

In thinking through adjustment to life on the inside, I gathered and categorized "bubbles" to form the content of the lesson through which English would be taught. The most logical progression was from material needing to be taught immediately, to less time sensitive material. The lessons, therefore, reflect consideration of situations that impinge upon the inmates as they arrive.

Compiled with the Rehab Steps, the Course Outline, which I used in my proposals and student packet, will follow.

In the next chapter, the Modules will be detailed and loosely illustrated as lesson plans.

Course Outline for

SURVIVAL ENGLISH IN R&D

LESSON 1: Familiarization and recognition of prison staff, learn staff commands and expected response, give simple information about yourself in English, understand importance of cooperation with staff, understand where you will move after R&D.

Rehab Step 1: PROMISES

LESSON 2: What life is like after R&D, visits from family and friends, activities and privileges available, learn parts of the body, how to ask permission for something.

Rehab Step 2: PATIENCE

LESSON 3: More information about NHSP, learn about work and job fairs, learn how to interrupt a conversation politely, understand the importance of reliability.

Rehab Step 3: RELIABILITY

LESSON 4: Important vocabulary, how to refuse politely, advice on scams, how and why to find and make good friends. Positive and negative attitudes in prison: what are they are, how to change your life.

Rehab Step 4: POSITIVE ATTITUDES

LESSON 5: How to earn money, how and why you should budget it, take the "heat" off your family, scams to watch out for.

Rehab Step 5: BUDGETING

LESSON 6: Clarifying the values you have: what to change, what to keep that's important in your life. Recognizing your own value and courage.

REHAB STEP 6: RESPECT FOR SELF/RESPECT FOR OTHERS

LESSON 7: Medical terminology, emergencies in prison. Listening for and responding to orders from the staff. Forgiving: how and why it is necessary in prison.

Rehab Step 7: FORGIVING

LESSON 8: Review of the course, and graduation. Congratulations!

Rehab Step 8: RESPONSIBILITY FOR YOUR OWN ACTIONS

Chapter 3: The Modules

A. Background Information.

1. The Content. After the Rehab Steps were outlined, it was a simple matter of dismembering the inmate manual for points that needed to be taught. When adapting these modules to your own facility, rely heavily on what your manuals tell you. If anything is unclear to you or in doubt, consult the staff.

2. The Students. Since the content of the modules assumes students' understanding of some basic spoken English, before I taught the pilot class I had great concerns that I would have students with no English whatsoever. Due to the nature of most of their crimes, these men have a fair amount of capability in understanding spoken English, and a rudimentary amount of written English. Acceptance of the material may vary among the nationalities as well. I found the Puerto Rican students to be more sophisticated and less willing to work on the Rehab Steps. They wanted more purely English lessons. Men from the Dominican Republic, on the other hand, were more patient with the material. This may have been due to individual personalities, and may be a misperception on my part. However, this is a question I will want to observe in future classes.

3. The classroom. The main objective of prisons is to securely hold people who are perceived as a danger to society - not to educate them. If the teacher remembers this when negotiating the classroom, he will not be disappointed. Because I had only a few students and other groups were meeting at the same time, I was fortunate enough to be assigned to the unit manager's office instead of the unventilated copier/storage/cleaning supply room.

4. Scheduling classes. Here is another area in which the teacher needs flexibility, and a sense of humor. Prisons run on a three-shift day: 7 AM to 3 PM, 3 PM to 11 PM, and 11 PM to 7 AM. Movement of staff at shift changes creates additional security risks. It is advisable to plan your coming and going at other than these sensitive times. For scheduling classes, the second half of second shift (3 PM to 11 PM) seems to be a quieter time. Meals are finished, and there are few inmates away from their pods. This seems to be a time preferred by the staff.

B. The Modules.

The following Modules are given in brevity, and are meant only to illustrate material and convey the tone in which they should be taught. Since the material in each module can be vastly expanded, no attempt has been made to show a complete lesson. Indeed, it should take on the personality of the teacher and the prison, the English skills and needs

of the students, and the time allotted. It is suggested the English lessons be contained in the Content section, leaving the Rehab Steps purely for the purpose of rehabilitation.

MODULE ONE

During Module 1, expect the standard settling-in to a new class. During this time students will be sizing each other up. With or without the teacher, students will be determining what crimes the other students have committed (in the event that information is not already known), what each other's nationalities are, and what pods and social groups they may be in. I discovered there was not much I could or needed to do about this. The only exception might be to find out which, if any, students have committed sex crimes. These men are at greatest risk from general inmate population, and it may be useful to be aware of it.

Content of Module 1:

Familiarization and recognition of basic personnel, understanding where inmates will move after R&D, learning cooperation by understanding and responding to staff commands, being able to give simple information about self in English. Understanding the importance of cooperation with staff.

A. Determining rank of COs by insignia. Proper form of address, proper response to CO. Importance of showing respect to gain it.

B. Learn concept of "general population", dorms, tiers in R&D.

C. Understand and respond to commands: Stand up - sit down - stop - walk - run - turn around - lean - bang (on fence). Adverbs fast - slow - quick - hurry up - be quiet - now! - slow down

D. Give simple information about self in English.

Rehab Step 1: Promises

Introduction: Develop the concept of the Rehab Steps, understand the importance of learning each step for inmate's self-rehabilitation.

Discussion:

E. What are they? What do they mean? (Agreement to do something. Shows integrity and honor.)

F. What promises are made in a lifetime? (Marriage, military, allegiance to country, pay taxes, care for your children, keep confidences of friends)

G. What happens when you break a promise? (Lose a friend, disappointed, distrust by others.)

H. Why are they important in general? In prison? (Make/keep friends, build trust and respect of inmates and COs, good for your record, keeps your family strong.)

Exercise: Determine who wants to continue classes. Have students promise they will come to the remaining seven classes and do homework as assigned. OK if sick or staff wants them elsewhere.

MODULE TWO

Immediately praise the students for honoring their promise to attend classes! Establish this time in the class for recognition of their value and worth. Continue through the class with honest and positive reinforcement.

At this time, inmates begin to develop a curiosity about their surroundings. Maps or illustrations of any kind depicting the prison are expressly forbidden in NHSP for security reasons. Even a casual sketch is not permitted. Check with the staff of your facility. Inmate manuals of the prison and R&D were available in English and Spanish at NHSP. These were used as textbooks, and as a tool for determining reading capability.

Content of Module Two:

Using English and Spanish inmate manuals as guides, gain a concept of life after R&D, how to normalize it with visitation, activities and privileges available to them. Learning basic body parts for cooperation with medical staff. Communication skills begin with learning how to ask permission.

A. Learn list of relatives allowed to visit, regulations and frequency of visits. Be certain students know "relations" vocabulary.

B. Learn location (generally!) and understand abbreviations for housing units, chow hall, chapel, ball field, education wing, canteen, etc.

C. Learn basic body parts, how to write a request slip for medical attention. Understand patience will be needed for getting an appointment. Learn vocabulary for medical staff, how to describe pain, discomfort.

D. Communication skill: Asking permission. How an inmate asks permission of staff is quite important. No demands! Ex.: May I....Can I.....

Rehab Step 2: Patience

Discussion:

E. Discuss what the word means to students.

F. Cite examples of patience in students' experiences.

G. How will you need patience in prison? Why? List.

Exercises:

H. Bean plants: Set up a bean plant for each man to have in cell. I used the bottom half of plastic seltzer bottles. Students put a collar of paper towel inside, added a small amount of water, waited till the water "wicked up" the paper towel, then stuck a few white navy beans between the paper towel and container. After a day or two in the dark, have the students move the plants into the light. They should then note daily the progress of the plant, write it down (or draw it), all the time aware that it takes patience for things to happen. Tape the word to the outside of the container as a reminder.

I. Observation and thinking: Make a list of all times you had to show patience this week.

MODULE THREE

It is important to continue praising students for their attendance. Follow up on their "Patience" assignment by asking about the bean plants, inquiring if they were aware of the patience they needed waiting for growth, and compile and discuss their "patience"

lists. In preparation for establishing good friendships, the quality of reliability is learned and studied in the third Rehab Step.

Content of Module Three: Continued expansion of institution, facilities available to inmates. Cooperation with work orders. Work and education as rehabilitation. Take active part in determining what content they want.

A. Conversational skills: polite interrupting, asking information, polite leavetaking. Reinforce asking permission, information clarification.

B. New locations: law library, library, prison attorney, health services.

C. Unit Service Detail, Work Detail: Learn types of jobs available. Does education count as a job? Learn about jobs and classes at job fairs every 13 weeks. (Ascertain this information in your facility.) Learn pay status of jobs, education.

D. Staff: list and describe those known by students. Augment with other essential staff members.

Rehab Step 3: Reliability

Discussion:

A. What are other words for reliability?

B. What makes a reliable person? Who is one in inmates' lives? What were her/his qualities?

C. Is it important to be reliable? Why? In prison?

Gain confidence and respect of friends, officers

Given more responsibility

Good for your record. (Teach concept of Inmate Records.)

Good for your families

Shows cooperation

Homework:

Make your bed every day. Why? (Even though this is required, if it is not done, the inmate who does not cooperate is "locked down" for the day and has no movement out of his cell. By being responsible for this daily, if shows cooperation, reliability, trustworthiness and a positive attitude.)

MODULE FOUR

Since this program is for first-time offenders, a study of inmate culture is of equal importance to the study of the prison and its staff. Knowledge beforehand of scams and potentially difficult situations may help the students steer clear of an event that may effect their record. Lack of information may cost the inmate dearly.

Content of Module Four:

This unit serves to empower the inmate with acceptable phrases that can keep a situation neutral. Vocabulary is an insight into the "private life" of inmates without CO intervention, with advice "attached" about some of the terms. The importance of friendship and the redress process is discussed.

A. Friendship in prison: Keep circle of friends small, know them well. Trust each other. Choose them carefully. Choose to live with people whose lifestyles are similar. Ex: Find other students to live with if you want to go to school.

B. Diagram and discuss units, pods and cells.

C. Vocabulary: the Papa - phone-, mail-, 2/1 scams - lock down - strip search - shake down - DYOT - put down - gamble - gossip - mooch - prisonized mind. Bad names (know, but don't use!): skinner - rat.

D. Complaints: what it is - when to use - process (including the use of the UM as a first step) - Inmate Request and Complaint forms

E. Warning to another inmate: (Please) Don't bother me - Excuse me, I'm busy - I'm not interested, thanks - Could you explain? (These were recommended for their neutral quality.)

Rehab Step 4: Positive vs. Negative Attitudes: Make Changes

Discuss:

A. List how you feel about prison NOW. (Confused, unhappy, angry, afraid, lonely, miss family)

B. Options available: Choice to make good changes in life. List negative and positive attitudes ("balance sheet"). Might include:

Negative attitudes	Positive attitudes
It's not my fault - I was forced into crime.	I made a bad choice, I did it.
I'm a victim. (Prisonized mind.)	I'm responsible for the crime.
Prison life is bad/confining. (Prisonized)	I can make life in prison good.

Homework:

A. Values clarification: Think of and list what lifestyle and goals you want for yourself after prison. Write one or more sentences about each of these. If you think of other topics, write about them, too. Be realistic. (job - family - lifestyle - where live)

B. Make one list of things you like about yourself, another of qualities you like in a friend. (Spanish or English acceptable - can be translated.)

MODULE FIVE

After reading about the R&D experience as written by the men, I found one of the most poignant matters concerning them is their families. Separation from families is difficult. Inmates have great concerns about their family's well being. Module Five will help to alleviate some of this strain by teaching the students about financial responsibility toward families and self. Be sure to welcome them back, check on the beans, and share their homework lists.

Content of Module Five: Responsible use of money and pay: duties to family on outside. Review the scams and 2/1, how to recognize and avoid.

A. Discuss monthly earnings in prison. Where come from?

B. Discuss pay status - regular and RPS (reduced pay status)

C. Discuss job fair, education as an alternative.

D. Discuss inmate accounts, terminology, procedure for opening one, related forms.

E. Learn about budgeting: What are your **BASIC** needs, treats that you can give yourself at little or no cost (workout, team sports, choir, religious retreats).

F. Learn to put aside money for families. (Savings accounts, savings bonds.)

G. Read and discuss canteen list (form) and procedure.

H. Using above information, begin an actual budget. Add up: what needs changing? "What are my REAL needs?" Note: inmates usually come in with some money, or receive it from family. This planning is done in preparation for their wages or other additions to their canteen.

Rehab 5: Don't put the "heat" on your family.

Discussion: What does the term mean? Discuss ramifications for families lacking inmate's income. Review "2/1", how it can effect inmate and family (being in constant debt, never being able to catch up with "payments", the reality of the prison lending system).

Homework:

I. Work up a realistic budget for yourself. Have it ready for review next class.

J. Make a list of items that are optional or could be changed.

MODULE SIX

Although I have included the topic of family values, it may be difficult to clarify these values with the men. Often they have come from broken or dysfunctional homes that may not have ostensible values. You will have to look carefully, sometimes picking out the most obvious, often turning some around into positive statements of values.

This unit explores the values the men have learned from their families, and the values they have ascribed to as adults. It is an expansion of Lessons 4 and 5, and begins to render out the values they want in their lives after prison. These will be dovetailed with life in prison: what family values can be kept, revamped, maintained while doing their time.

Content of Module Six: Part of this class will be exploring how and why they came to the U.S., and recognizing the courage it took to get here, regardless of whether it was right or wrong. (Please refer back to the autobiography described on pages 2 and 3.) Pull out of this the self respect and self validation that inmates have evidenced, and build a foundation for responsibility to themselves, while recognizing others' needs for their own self respect. Private journal writing can be begun, if the student is agreeable.

Welcome the students back, inquire about plants. Go over each student's budget, add change.

A. Make a bubble diagram as in Diagram One. Student's name should be in the center. The heading may be "Who I Am", or something similar. Suggestions for secondary bubbles might be:

- What do I like?
- What do I like to do?
- Who are important people (to me) in my family?
- What do I want for myself?
- What do I like about myself?

(Note: If students do not have enough skill, work with each one individually, translating words they might not have. Make a list. Students copy them onto diagram. Each tertiary bubble will require either a noun, verb or adjective. Students will have practical experience sorting them out.)

B. Request student's permission to ask questions about his childhood and life up until he came to the U.S., or was arrested. Interview student to begin the autobiography using the procedure described on pages 2 and 3.

This should be done in privacy. Questions might be:

Tell me how you came to the U.S.

Why did you come?

How did you get to the U.S.?

How did you feel when you arrived?

Were you scared? Why?

When you have completed this, close with a validation: "You have done a lot and been through a lot to get here. It took bravery to get here. (DO NOT USE THE WORD "COURAGE" - IT HAS A DIFFERENT MEANING THAN THAT IN SPANISH. A real culture bump can occur with this error! My Puerto Rican students interpreted "courage" as a form of anger.) You may have come illegally, but you were still brave."

Rehab Step Six: Self Respect

1. 1. Look at your bubble diagram and read your story.

2. 2. Tell me (or list) what is good about you. What do you respect about yourself?

3. 3. If you have permission, read another student's list: What do you respect about him?

Help students draw the conclusions that:

1. Each person has courage and is using it now, here in prison.

2. Each person is adaptable, or they would not be here in this class, and learning a second language.

3. Each person is worthy of your respect, whether they are Puerto Rican, Dominican, African American, Anglo, or a CO.

4. You can act in ways that will earn you respect. You deserve it, also.

MODULE SEVEN

An inmate who does not speak adequate English is at a disadvantage when he must go to Health Services. If another inmate is used to translate for him, medical information that should have remained private may no longer be. Thus, it can be used against the man when he enters general population. An obvious case would be an inmate entering with AIDS. If he is in the early stages of the disease, he may establish friendship and support naturally if the information is not known among other inmates. He can be selective about divulging this information. If the information should precede him into general population, most likely he will encounter a barrier.

Content of Module Seven: This class centers on medical terminology, body parts, AIDS and AIDS warnings, prison emergencies, expressing pain or discomfort, and listening and responding to emergency directives from staff.

Since medical information is commonly available, there is no need here to expand on it. Teaching AIDS information should be done across the whole class so no one is singled out, and those not infected will know precautionary measures to take in an emergency.

Emergency information in NHSP was merely a matter of knowing commands such as "clear the yard", or "return to cells". Staff is trained to direct the inmates. Here again the

teacher should clear information with the staff in the event it is handled differently in another facility.

Rehab Step Seven: Forgiving

Discussion:

A. What is the meaning of this word?

B. What do you do when you forgive? (Let an issue pass - shows strength.)

C. What do you say? (Explore acceptable English phrases.)

D. What happens when you forgive? (Takes heat off situation, everyone cools down, less tension, return to friendship with person, NO GRUDGES!)

Homework:

A. Witness or experience one situation where forgiveness was shown, or could have been used.

B. Write about it.

MODULE EIGHT

Summary and Content of Module Eight:

After at least seven classes, a good deal of rapport may have been established between teacher and students. The teacher has acted as a parent, teacher and guide, offering valuable information about the "step beyond", which the students have begun to consider with lessening apprehension.

Closure now begins with the students.

This last class offers a chance to reinforce your students' information, and a final check of the Rehab Steps. Situations may be role-played, writing can be done, or letters to families can be composed.

Rehab Step Eight: Responsibility for Your Actions and Choices

Continuation of discussions about:

A. Education as rehabilitation.

B. What are NHSP's goals for its inmates?

C. How can you cooperate?

D. How can you make life better for yourself and others?

E. How can you promote understanding and cooperation?

Wrap-up, evaluation of class, and "graduation".

Note: It was possible at NHSP to have a certificate printed for each student. It commended them on their attendance and for a course of study that included a rehabilitative aspect. If you wish to present a certificate, the following process is strongly recommended:

A. Give originals of all paperwork to student as soon as possible.

B. Give a copy of the certificate along with an appraisal of the student's work and attitude in class to the Office of Offender Records in the prison. It may be a good idea to attach an outline and explanation of the course. Give a copy of all of the above to the student, who will probably be able to sent it ***sealed*** to his attorney for safekeeping.

C. At the bottom of the appraisal, note that copies are going to the inmate's attorney and Offender Records.

The last chapter summarizes the possibilities of the program, utilized in various other capacities. A summary of resources that can augment the program and how to reach them is provided.

Chapter 4: Summary

A. Benefits and rewards of the Program:

The rewards of developing and teaching this program have been multiple. I believe it has also benefited more people than just my students.

Primary, of course, has been the pleasure of seeing my students develop English capability. Of no less importance is knowing they have had skills presented to them that will develop their self confidence, and help to positively direct their lives both in and out of prison. The choice still remains their own as to whether they accept or reject this material.

Another pleasure has been working with the staff in both facilities. It was rewarding to have their acceptance and cooperation during the development and implementation. I have the sense that they benefited from seeing the success of a new program and its students.

Balancing the whole program, of course, has been the combined efforts of Ron, Gary and Ed. Without inmate perspective, this type of program would not have integrity and meaningful content. It can't be stressed enough that both sides - inmate and administration - should be represented in this course. I strongly encourage the teacher to search out inmate talent, and co-teach with him/her

The use of inmates' skills reaches further than the task of finding teaching material, however. There is little chance for inmates to offer their talents while incarcerated. Thus, the effort and insights they share augments their rehabilitation every bit as much as the students'. It is a rarely available opportunity for them to demonstrate creative, responsible action. It is good for their records. Certainly, it is the best of what they have to offer back to society while in confinement.

B. Other Resources

1. Involvement of the Latino Community:

Should time and energy permit, my intent is to involve the Latino community in volunteer projects to reach out to these men. Offers have been made by people in the greater Nashua community to present cultural programs at the prison. There is interest in translating services, and I would also like to develop a transportation service for family visitation. Tim DiMatteo suggests this will also increase the political power base of the minority inmate, giving him a voice in matters that impinge upon him.

Finding the Latino community is not difficult; check for events in your local newspaper and attend them. At that time you can begin networking.

Nashua also has several small Hispanic groceries. Information and notices are available there. Local churches are a rich source of assistance. Whenever I attend these

meetings and events, I have a chance to share information about the work I am doing in the prisons. Since prisons touch a broad segment of our population, I have experienced a great deal of interest and a willingness to be of assistance.

2. Alternatives to Violence Project:

While finishing this paper, Layton Croft, a Student at the School for International Training, stayed in my home while doing his internship at Valley Street Jail. He attended a workshop devised as a deterrent to violence in prisons, and designed by the Society of Friends. Although I have not attended it yet, it is my belief that the rehabilitation I have outlined in this course parallels the foundations laid out in AVP, and I am eager to attend and learn. Below is the address to contact for further information:

- Alternatives to Violence Project
  15 Rutherford Place
  New York, New York 10003

C. Expansion of the Program:

Believing that once is not enough, I therefore believe this material can be reused in several locations and for several purposes:

1. It has proven appropriate for the reception and quarantine unit of prison.

2. If a jail is the first stop for inmates due to go to prison, it will be useful for leveling the men off while in this temporary setting, and helping to have a better adjusted inmate upon his arrival in the prison.

3. This material is useful teaching material for established ESL classes within the prison.

4. Coming from the original source, the program can be adapted for use with court appointed tours of the prison.

5. In jail and prison, it can be used as a strictly rehabilitative course for native speakers of English.

In cases 4 and 5, it is suggested that an inmate be the facilitator of the program. In case 3, either might be appropriate.

I have left the scope of the material and English classes wide, since it is my belief that each teacher and facility needs to imprint its requirements and style on it.

As often as it is taught, I expect there will never be two classes alike, and the program will remain fresh and challenging. The variable, as always, is the commitment of the teacher to her students.

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